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ABSTRACT

For the past 6 years, Virginia's Blue Ridge Community College (BRCC) has distributed the Community College Student Experiences Questionnaire (CCSEQ) to graduating students to determine their perceptions of the college environment and their experiences. For the graduating class of 1995, 255 questionnaires were distributed, resulting in usable response from 44% (n=114) of the graduates. An analysis of responses revealed the following: (1) 37% of respondents were between 28 and 39 years old, 80% were female, 99% were White, and 3% did not claim English as their native language; (2) 45% cited obtaining skills for a new job as the most important reason for attending, down by five percentage points since 1990; (3) 50% indicated that they had taken more than one science class, up from 44% in 1994; (4) respondents indicated a decrease from previous years in the frequency of interaction with instructors, with interactions described as occasional; (5) the areas in which respondents felt that they made the most gains included acquiring skills for a specific job, developing the ability to learn independently, and understanding their own abilities and interests; and (6) student satisfaction with courses and the college has been declining since 1990, with 17% in 1990 and only 11% in 1995 indicating that the college was stimulating and exciting all of the time. (AJL)

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# Community College Student Experiences Report: Perspectives of the 1995 Graduating Class Blue Ridge Community College

ED 402 960

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August 1995

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**Blue Ridge Community College:**
**Community College Student Experiences Questionnaire 1995**

**Table of Contents**

Executive Summary

Introduction

Methodology

Data Presentation and Interpretation

Section I: Background, Work, Family

Section II: College Program

Section III: College Courses

- A. Courses Taken
- B. Type of Program
- C. Vocational Program Information

Section IV: College Activities

- A. Courses: Interaction & Scholarly Activities
- B. Library Utilization
- C. Faculty & Students
- D. Student Acquaintances
- E. Art, Music, and Theater Interests
- F. Writing Activities
- G. Science: Levels of Involvement

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H. Vocational Skills
I. Clubs & Organizations
J. Athletic Interests
K. Counseling & Career Planning
L. Learning & Study Skills

Section V: Estimate of Gains

Section VI: College Environment

**Blue Ridge Community College:**
**Community College Student Experiences Questionnaire 1995**
**Executive Summary**

For the past six years, Blue Ridge Community College has distributed the Community College Student Experiences Questionnaire (CCSEQ) to graduating students. This year, the responses reflect the firsthand experience of 44% of the Class of 1995.

The report documents student perceptions of the College environment and the College experience. It also addresses areas of stability and areas of change in student attitudes and student outcomes. Many areas remain constant when compared over time. However, changes are occurring. While changes are often not dramatic, they signal attention to possible trends and to new directions for the institution. The Executive Summary presents the most interesting observations by and about this group of graduates.

**Background, Work, Family**

- 37% of the respondents were in the range of *28 - 39 years*
- The percentage of *Female* respondents increased to 80%.
- 99% of the respondents are *White*. However, 3% of the respondents do not claim *English* as their native language.
- Many respondents perceived that their jobs *Take Some Time* (43%) or *Take a Lot of Time* (16%) from School Work. Almost one-half of the respondents have family responsibilities that *Take Some Time.*

**College Program**

. Respondents cited *To obtain skills for a new job* (45%) as the most important reason for attending BRCC. However, this category has decreased by five percentage points since 1990. Simultaneously, there has been a redistribution of these points across *Stay Current-Advance*, and the *Personal Interest* categories. This could reflect a changing student body that is seeking more technology training, but not necessarily occupational training.

- 32% plan *To transfer to a four-year college*. This is less than one percentage point deviation from last-year. Note that this figure represents only those students who have completed their degree before following this path.
- 43% of the graduating respondents were *Full-time students*. Given the traditional College proportion of 4-1 part-time students to full-time students, there appears to be a positive relationship between full-time attendance and degree completion.

- *Evening Only* attendance has remained high (> 23%) since 1993. Attendance at *Day Only* classes is gradually decreasing perhaps due to increased *Time on the Job*.
- Since 1992, more students (37%) spend *1 to 5 hours* studying each week. The findings show a bimodal distribution, with more responses skewed toward the low end.
- The percentage of students completing *46 or More Total Credits* before graduation is gradually declining from a high of 87% to 77% this year.
- Students are less involved with campus life beyond class time. Only 4% remain on campus for *12+ hours* as compared to 12% in 1990.

**College Courses and Programs**

- There is an increase in the percentage of students taking *More than One Science* Class from 44 percent in 1994 to 50 percent in 1995.
- College *Math* Class participation has vacillated over the years. However, over the past two years > 40 % have taken *More than One* class.
- 70% of the respondents have taken *More than One Social Science Class.*
- Enrollment in *More than One Computer Science Class* has dropped to a level of 17% versus 31% in 1991.
- There is an increase of four points to 11% of the respondents taking *More than One Fine Arts Class.*
- Respondent enrollment in *Vocational Programs* has declined from > 40% before 1993 to < 40% since 1993. *Health* remains the most popular vocational program (38% of vocational students).
- Although 32% identified *College Transfer* as their "principal reason" to attend BRCC, 50% will transfer to a 4-year institution. This latter figure has increased from 40% in 1990.

**College Activities**

- Thirty-three percent of the respondents *Occasio*nally *Used the Library as a Quiet Place*. There has been a decrease in the percentage of students *Preparing References for a Paper* (-9% last 2-years); and *Checking Out Books* (-15% from last year).
- There has been a decrease in the frequency of formal and informal student interactions with their instructors. The mode in all categories of interaction is *Occasionally*.
- *Occasionally* was the most frequent response to describe respondent *interactions* with *Students of Different Ages, Ethnicities, Values, Politics, and Religion.* The exception was the fact the 70% of the respondents have *Never Talked with Students from Different Countries.*
- Fewer than 14% of the respondents talked about or participated in *Art, Music*, or *Theater* on campus.
- One-half or more respondents continue to employ writing activities in their coursework either *Often* or *Very Often.*
- Data show that there is minimal integration of scientific activities with respondents' programs, and that the distribution of responses has changed little over time. Note that data show that 51 percent of the respondents took *More than One Science Class.* This reduces the number of classes in which a student is more likely to engage in these activities.
- As in previous years, the data on Vocational Students show that respondents were more likely to observe, or read about a procedure, than to do that procedure themselves.
- There is a demonstrable lack of student participation in Clubs and Organizations with 80% *Never Attending a Meeting*. Fewer than 10% of respondents participated in *Athletic Activities Often or Very Often.*
- 86% of the respondents *Talked with a Counselor about Courses or Education Plans*. For *Transfer* counseling, there is a 10-15% gap in the interest in 4-year education, and the reality of planning to

transfer (see Section IIIB).

- Most respondents (45 - 57%) said that they have received at least *Some* training in Learning and Study Skill areas such as *Reading, Memory, Test Taking, Problem Solving*, and *Writing*. However, the inverse finding is that 15 - 28% received *No* instruction in these areas.

**Estimate of Gains**

- The findings show that the majority of respondents perceived *Quite A Bit/or/Very Much* gain in eight areas, the most important being: *Acquiring Skills for a Specific Job; Developing an Ability to Learn on Own; and Understanding Own Abilities and Interests.*
- The majority of respondents did not perceive a strong gain in 15 areas. The most deficient being: *Speaking Another Language; Understanding Art, Music, Theater; and Learning about Other Parts of the World.*

**College Environment**

- Overall, more than 75% of the respondents have indicated that they sense a rapport and supportive attitude among students, and instructors.
- 74% of the respondents would *Attend the Same College Again*. This figure is 4 - 9 percentage points lower than in the early 1990's.
- Student level of satisfaction with courses and the College has been declining since 1990. E.g. *Is College Stimulating and Exciting*? The mode has shifted from *Most of the Time* (1990 - 52%) (1995 - 41%) to *Some of the Time* (1990 - 25%) (1995 - 46%). In 1990, 17% responded *All of the Time*, with that figure being only 11% this year.

## Blue Ridge Community College: Community College Student Experiences Questionnaire 1995

**Introduction**

The mission of Blue Ridge Community College is to serve the counties of Augusta, Highland, Rockingham, and the cities of Harrisonburg, Staunton, and Waynesboro, primarily through the operation of a comprehensive program of instruction. The College offers programs of instruction generally extending not more than two years of full-time study. These programs include occupational-technical programs, college transfer, general education, developmental studies, continuing education, community services, and industrial training.

Since 1990, BRCC has administered the Community College Student Experiences Questionnaire (CCSEQ) to its graduating students. The UCLA Center for the Study of Evaluation designed the survey to elicit student opinion about four main areas:

1) Student background information: who attends; integration of job, family, and college work; goal orientation, program concentration, and course preferences.
2) Student progress toward goals: e.g. in academic areas, communications, and career development.
3) The scope of student utilization of facilities, and participation in College activities.
4) Satisfaction with the college environment, including faculty, staff, and students.

**Methodology**

This survey instrument, copyrighted in 1990, has been administered, in identical form, to BRCC graduates since that time.

This year, the Office of Institutional Research and Public Affairs coordinated the process. The office mailed 255 questionnaires to the Class of 1995. After receiving a follow-up letter and survey, students returned 114 surveys, yielding a typical 44 percent response rate. Responses were returned to BRCC in stamped, self-addressed envelopes, then mailed to UCLA for scanning and compilation of data.

The UCLA Center for the Study of Evaluation processed the data with SPSSX software and returned a frequency distribution for each of the 142 variables. The BRCC Office of Institutional Research and Public Affairs was responsible for all analysis, graphics, assumptions, and findings, as interpreted from the data.

For this report, analysis employs descriptive statistics, including measures of central tendency (mean, median, and mode). Given the difference in size of the respondent group each year, comparisons with previous years are presented in percentages rather than raw numbers.

The earlier CCSEQ report, of February, 1994, compiled the observations for 1990 through 1993. A study in December, 1994 analyzed the CCSEQ data for the Class of 1994. This report on the graduates of 1995 analyzes this year's data, and compares findings and trends with those of the previous years. With six years of data, many trends are confirmed for the BRCC campus, while several areas of change appear. These findings are discussed in the body of the study.

**Data Presentation and Interpretation**

The findings of the CCSEQ for the Class of 1995 are organized by the six major sections of the questionnaire. Each set of data is presented in three formats:

- Findings/Discussion
- Data tables
- Graphs

The reader can peruse quickly either the tabular or graphic data for a summary of the findings in each topic area. Tabular percentages may not sum to 100 percent due to rounding. The discussion sections present obvious and summary findings for each section. These sections also address any interesting relationships to information from previous years.

Data observations and internal assumptions drive the interpretations. For example, many questions used a Likert Scale, with four categories ranging from *Never* to *Very Often*. To evaluate positive versus negative attitudes of respondents, compilation of data for the latter categories (*Often, Very Often*) is used. Interpretation of data follows, as does compare/contrast analysis with previous studies.

All information is only as good as its usefulness to assess academic programs and college services. The reader should present any questions or request a further "break-down" of data to the Office of Institutional Research and Public Affairs.

## Section I: Background, Work, Family

This section includes four questions. They address demographic information, and the impact of work and family on the academic performance of the graduate.

### Age and Sex

Thirty-seven percent of the respondents were in the modal range of *28-39* years. The 28-39 age cohort has grown in proportion to previous years. Less than 30 percent prior to 1993, it was 31 and 37 percent in 1994 and 1995. Twenty-five percent of the respondents were 20-22. There is a decline over the last two years of the number of graduates > 40. While those in the < 19 cohort represent only 3 percent, previous BRCC studies have shown a poor response from this age group.

A preponderance of Female respondents was evident in this survey. Eighty percent of the respondents were Female, and 20 percent were Male, as opposed to approximately three-quarters or less of the respondents being Female in previous years.

### Race/Ethnicity and Native Language is English

Ninety-nine percent of the respondents are White, reflecting no change in the racial composition of the graduating class over the last six years. Three percent of the respondents do not claim English as their native language.

### Time Spent Working on the Job

The mode of 31-40 Hours (21%) and the median category of 21-30 Hours ( 20%) *Spent Working on the Job* have remained constant. However, they have fallen back closer to the 1993 figures. Very few respondents work 1-10 Hours per week. The *No Job* group has remained constant between 16 & 20 percent over the years. The majority of respondents (58%) work > 20 Hours per week. It appears that students are either full-time students, possibly working 11-20 Hours or with No Job; or are employed more than halftime and going to school part-time or full- time.

### Effect of Job on School Work

Many students (43%) perceived that their jobs Take Some Time from School Work. However, 41 percent are not affected as they are not employed or feel that their job does not interfere. Only 16 percent held a job that Takes a Lot of Time. The proportion of graduates responding Takes a Lot of Time reached its highest level this year, with the Some Time group diminishing. The question that remains unanswered is, what effect does "some time" versus a "lot of time" have on student productivity. A hypothesis for future study is that there is a relationship between a student Job that *Takes a Lot of Time* and College retention.

### Effect of Family on School Work

As for the effect of family on school work, 47 percent of the respondents indicated that their family Takes Some Time. This category has drawn more than 44 percent of the respondents for the last four years. Last year appears to have been an anomaly. Thirty percent of the respondents had No Family Responsibility. This year has returned to 18 percent submitting that response. The other responses vacillate within a range of 11 - 26 percent over the period with no obvious trends.

**SECTION I: BACKGROUND, WORK, FAMILY**

Total number of respondents 114

| | N | % |
|---|---|---|
| AGE | | |
| < 19 | 3 | 3% |
| 20-22 | 28 | 25% |
| 23-27 | 21 | 19% |
| 28-39 | 41 | 37% |
| 40-55 | 17 | 15% |
| > 55 | 2 | 2% |
| SEX | | |
| MALE | 23 | 21% |
| FEMALE | 89 | 80% |
| RACE/ETHNICITY | | |
| AMER-INDIAN | 1 | 1% |
| WHITE | 109 | 99% |
| NATIVE LANGUAGE IS ENGLISH | | |
| YES | 110 | 97% |
| NO | 3 | 3% |

| | N | % |
|---|---|---|
| TIME ON JOB | | |
| NONE, NO JOB | 22 | 20% |
| 1 - 10 HRS | 9 | 8% |
| 11 - 20 HRS | 17 | 15% |
| 21 - 30 HRS | 22 | 20% |
| 31 - 40 HRS | 24 | 21% |
| MORE THAN 40 | 19 | 17% |
| EFFECT OF JOB ON SCHOOL | | |
| NO JOB | 19 | 17% |
| NOT INTERFERE | 26 | 24% |
| TAKES SOME TIME | 47 | 43% |
| A LOT OF TIME | 18 | 16% |
| EFFECT OF FAMILY ON SCHOOL | | |
| NONE | 20 | 18% |
| NOT INTERFERE | 26 | 23% |
| TAKES SOME TIME | 53 | 47% |
| A LOT OF TIME | 14 | 12% |

## Section II: College Program

This section contains seven questions. They elicit time, credit hour and grade information about the student's college program, and the student's reason for attending Blue Ridge Community College. (See "Section III: College Courses" for the content of the student's program.)

### Units Taken This Term

The mode or most frequent response is 6 to 8 units (credit hours), while the median, or category with half the respondents falling on either side, is 9 to 11 units. The mode is up this year from < 6 units last year, while the median continues the past trend.

Although the distribution continues to be widely dispersed across the categories, it is interesting to note

that 43 percent of the graduates are classified as full-time students (12 or > 12 units). Given the traditional College proportion of 4-1 part-time students to full-time students, there appears to be a positive relationship between full- time attendance and degree completion.

**Total Credits Taken At This College**

The most frequent response of 46 or more total credits received at BRCC reflects that this is a survey of graduating students. However, the percentage of students completing > 46 hours is gradually declining from a high of 87 percent to 77 percent this year.

**Most Grades At This College**

The mode and the median grade category is A-, B+ (36%). This is consistent with previous surveys. An encouraging finding is that > 80 percent of the respondents kept their grades at "B" or higher during their enrollment.

**When Classes Meet**

Most students participate in Day & Evening Classes ( 43%). Evening Only attendance has remained high (> 23%) since 1993. Attendance at Day Only

classes is gradually declining. These trends could reflect the increase in hours that students work.

**Time Spent Studying**

Since 1992, most students spend 1 to 5 hours studying each week (37%). The median is the 6 to 10 hours category (36%). While many students are studying less, there is a small group of students studying more (24% @ > 16 Hrs). The findings show a bimodal distribution of study habits, with a skewed distribution toward the low end.

**Time On Campus Not In Class**

The mode and median are 1-3 hours (44%). This response is consistent with the trend since 1992. Before then, at least 20 percent of students were on campus for 4-6 hours per week. The group which remains on campus for 12+ hours beyond class time has decreased from 11 percent in 1990 to 4 percent in 1995.

**Most Important Reason for Attending**

Skills for a New Job continue to be the most important reason to attend the College (45%). The relative proportions of the category responses show a small change since 1990. The "skills" category has declined about five percentage points.

Simultaneously, there has been a redistribution of those points across Stay Current-Advance and the Personal Interest categories. This could suggest a changing student body that is seeking more technology training, but not necessarily occupational training.

The percentage of students attending as preparation for College Transfer has remained at 31-33 percent over the last six years. This data represents only those respondents who complete their degree and follow this path. It does not include those students who have the same goal, but are nondegree seeking.

**SECTION II: COLLEGE PROGRAM**

| | N | % |
|---|---|---|
| UNITS TAKEN THIS TERM | | |
| < 6 | 25 | 23% |
| 6 TO 8 | 14 | 13% |
| 9 TO 11 | 23 | 21% |
| 12 TO 15 | 31 | 28% |
| > 15 | 16 | 15% |

| | N | % |
|---|---|---|
| TOTAL CREDITS THIS COLLEGE | | |
| 1 - 15 CREDITS | 3 | 3% |
| 16 - 30 CREDITS | 10 | 9% |
| 31 - 45 CREDITS | 12 | 11% |
| 46 + | 83 | 77% |

| | N | % |
|---|---|---|
| MOST GRADES AT THIS COLLEGE | | |
| A | 29 | 26% |
| A-, B+ | 41 | 36% |
| B | 23 | 20% |
| B-, C+ | 17 | 15% |
| C, C- | 3 | 3% |

| | N | % |
|---|---|---|
| WHEN CLASSES MEET | | |
| DAY ONLY | 34 | 32% |
| EVENING ONLY | 27 | 26% |
| DAY & EVENING | 45 | 43% |

| | N | % |
|---|---|---|
| TIME SPENT STUDYING | | |
| 1 - 5 HRS | 41 | 37% |
| 6 - 10 HRS | 40 | 36% |
| 11- 15 HRS | 14 | 13% |
| 16 - 20 HRS | 11 | 10% |
| > 20 HRS | 6 | 5% |

| | N | % |
|---|---|---|
| MOST IMPORTANT REASON FOR ATTENDING | | |
| TRANSFER | 35 | 32% |
| NEW JOB SKILLS | 50 | 45% |
| STAY CURRENT | 22 | 20% |
| PERSONAL | 4 | 4% |

| | N | % |
|---|---|---|
| TIME ON CAMPUS NOT IN CLASS | | |
| NONE | 34 | 30% |
| 1 - 3 HRS | 49 | 44% |
| 4 - 6 HRS | 15 | 13% |
| 7 - 9 HRS | 9 | 8% |
| 10 - 12 HRS | 1 | 1% |
| > 12 HRS | 4 | 4% |

## Section III: College Courses

This section is organized into three subsections:

A. Courses Taken: Science, Art, Math, etc.
B. Type of Program: AA, Transfer, Vocational, Diploma
C. Vocational Only: A breakdown of vocational information by occupation

**Section III A: Courses Taken**

This section describes respondent participation in each of ten general education areas as "None," "One," or "More Than One" course. There are several trends among the findings.

- There is an increase in the percentage of students taking More than One Science class, from 44 percent in 1994 to 50 percent in 1995.
- There is an increase of four points to 11 percent of students taking More than One Fine Arts class.
- College Math class participation has vacillated over the years. However, during the past two years, > 40 percent have taken More Than One class.
- The group which takes No Classes in Foreign Languages remains high at 94%.
- The number of students taking More than One Computer Science class has dropped to its lowest level of 17 percent versus 31 percent in 1991.
- Enrollment in the Humanities has ranged from 44 percent in 1990, declined, and returned to a similar level of 42 percent in 1995.
- Physical Education/Health, Speech Communications, and Social Science enrollment has remained steady over the last three years.

**More than One**

Those education areas with a high mode in this category are: the Sciences (50%), the Social Sciences (70%), and English Composition (60%).

**One**

This is the mode for Speech Communications (52%). In *College Math* and *Computer Science*, 37 percent and 36 percent of the respondents respectively have taken *One* class. Fewer than 20 percent of the respondents usually take *One* class in an area.

**None**

Fine Arts (73%) and Foreign Languages (94%) are the two areas where more than 50 percent of the respondents have taken No Classes. Computer Science (46%), and the Humanities (40%) fall into the second tier of this response. From 19 to 40 percent of the respondents did not take a course in the remaining education areas.

**SECTION III A: COLLEGE COURSES**

| | N | % | | N | % |
|---|---|---|---|---|---|
| SCIENCES | | | HUMANITIES | | |
| NONE | 30 | 27% | NONE | 45 | 41% |
| ONE | 25 | 22% | ONE | 17 | 16% |

| | | | | | |
|---|---|---|---|---|---|
| MORE THAN 1 | 57 | 51% | MORE THAN 1 | 48 | 44% |

| SOCIAL SCIENCES | | | FOREIGN LANGUAGES | | |
|---|---|---|---|---|---|
| NONE | 14 | 13% | NONE | 102 | 94% |
| ONE | 18 | 16% | ONE | 3 | 3% |
| MORE THAN 1 | 80 | 71% | MORE THAN 1 | 3 | 3% |

| FINE ARTS | | | SPEECH COMMUNICATIONS | | |
|---|---|---|---|---|---|
| NONE | 83 | 76% | NONE | 42 | 38% |
| ONE | 14 | 13% | ONE | 58 | 52% |
| MORE THAN 1 | 12 | 11% | MORE THAN 1 | 11 | 10% |

| COLLEGE MATH | | | COMPUTER SCIENCE | | |
|---|---|---|---|---|---|
| NONE | 23 | 21% | NONE | 52 | 47% |
| ONE | 41 | 37% | ONE | 40 | 36% |
| MORE THAN 1 | 46 | 42% | MORE THAN 1 | 19 | 17% |

| ENGLISH COMPOSITION | | | PHYSICAL-HEALTH ED | | |
|---|---|---|---|---|---|
| NONE | 22 | 20% | NONE | 29 | 26% |
| ONE | 21 | 19% | ONE | 31 | 28% |
| MORE THAN 1 | 69 | 62% | MORE THAN 1 | 51 | 46% |

**Section III B: Type of Program**

This section identifies the type of program in which each respondent participated.

Of the graduate respondents, 84 percent enrolled in a Degree Completion Program (Associate in Applied Science Degree (AAS), or Associate in Arts & Sciences Degree (AA&S)) . This percentage was 92 percent in 1991, and has now returned to its 1990 level.

Those graduates seeking a Diploma or Certificate also vary up or down approximately seven points over time, with 64 percent of the respondents pursuing this end in 1995. The data exhibit a large group of respondents who have received dual certification.

Fifty percent of the respondents plan to transfer to a 4-year institution. Only 32 percent cited Transfer (Section II) as their "most important reason" to attend BRCC. However, in reality, 50 percent plan to transfer. This percentage has increased from 40 percent in 1990.

Those graduates who enrolled in a Vocational Program have declined from > 40 percent to < 40 percent

since 1993. It appears that students seeking to obtain new job skills, or advance in their careers, are pursuing alternate programs, and often continuing their education in another college.

**SECTION III B: TYPE OF PROGRAM**

| | N | % | | N | % |
|---|---|---|---|---|---|
| AA | | | DIPLOMA | | |
| YES | 94 | 84% | YES | 70 | 64% |
| NO | 18 | 16% | NO | 40 | 36% |
| TRANSFER | | | VOCATIONAL PROGRAM | | |
| YES | 56 | 50% | YES | 43 | 39% |
| NO | 56 | 50% | NO | 68 | 61% |

## Section III C: Vocational Program Information

In this section, only graduates who were enrolled in the vocational programs selected a category which described their program. Fifty graduates provided in-depth information in the vocational program area.

- Health programs remain the modal category for the past six years, with 38 percent of the graduates enrolled in health-related vocational programs.
- Business has fluctuated over the years from 16 to 33 percent of the vocational enrollment. Among the 1995 vocational respondents, 28 percent were in the business programs.
- While Agriculture appeared to be on the decline for several years after 1991, it has been on the upswing for the last two years.
- Trade & Industrial interests have returned from no students last year to a more normal participation of 6 percent of the vocational graduates.
- Tech & Communication have decreased precipitously from a range of 6 - 15 percent to no students this year.
- The Other category has increased to 10 percent of the vocational respondents.

**SECTION III C: VOCATIONAL PROGRAM DATA**

| | N | PERCENT |
|---|---|---|
| TOTAL RESPONDENTS | 114 | 100% |
| VOCATIONAL PROG. RESPONDENTS | 50 | 43% |
| NAME OF VOCATIONAL PROGRAM | | |
| AGRICULTURE | 8 | 16% |

| | | |
|---|---|---|
| BUSINESS | 14 | 28% |
| HEALTH | 19 | 38% |
| TECH & COMMUNICATION | 1 | 2% |
| TRADE & INDUSTRIAL | 3 | 6% |
| OTHER | 5 | 10% |

## Section IV: College Activities

This section provides general information on the level at which students participate in academic, artistic, and extracurricular activities. The survey asks about the frequency with which they have engaged in specific academic activities. The section also addresses student development of new skills, pedagogical work patterns, sociological and cultural interactions, and faculty/staff mentoring relationships.

The section is organized into twelve subsections:

A: Course Activities
B: Library Activities
C: Faculty
D: Student Acquaintances
E: Art, Music and Theater Activities
F: Writing Activities
G: Science Activities
H: Vocational Skills
I: Clubs and Organizations
J: Athletic Activities
K: Counseling and Career Planning
L: Learning and Study Skills

### Section IV A: Course Activities

This section collects data on ten questions about student study habits, active/passive participation in class, student interrelationships, and intellectual skill development. The graduate responses continue to be consistent with previous findings.

Response patterns are the same in almost all categories as previous years. The exceptions are Participated in Class Discussions, and Studied with Other Students, for which more students responded *Often* than *Occasionally* this year.

For analytical purposes, we make the assumption that the more students incorporate these activities into their course requirements, the more BRCC students are developing intellectually and academically. To evaluate this, we calculate the cumulative percentage of students who responded *Often* or *Very Often* to engaging in these activities. More than 50 percent response in these categories exhibits a positive finding.

Interestingly, there are some areas in which students are progressing, and several areas in which there is a lesser application of these skills.

Those activities in which > 50 percent of respondents engaged "Often" or "Very Often":

- Worked on Paper Combining Ideas (59%)
- Participation in Class Discussions (65%)
- Summarized Major Points in Readings (72%)
- Explained Material to Other Student (52%)
- Asked Questions about Points (53%)
- Applied Concepts to Other Problems (61%)

The latter group depicts those areas which give pause for thought for course development in the future. Those activities in which < 50 percent of respondents engage *Often* or *Very Often* are:

- Did Additional Readings (32%)
- Studied with Other Students (49%)
- Compared-Contrasted Points of View (45%)
- Considered Accuracy of Information (42%)

**SECTION IV A: COURSE ACTIVITIES**

| | N | % | | N | % |
|---|---|---|---|---|---|
| PARTICIPATED IN CLASS DISCUSSIONS | | | ASKED QUESTIONS ABOUT POINTS | | |
| NEVER | 2 | 2% | NEVER | 7 | 6% |
| OCCASIONALLY | 38 | 34% | OCCASIONALLY | 46 | 41% |
| OFTEN | 45 | 40% | OFTEN | 41 | 36% |
| VERY OFTEN | 28 | 25% | VERY OFTEN | 19 | 17% |
| WORKED ON PAPER COMBINING IDEAS | | | STUDIED WITH OTHER STUDENTS | | |
| NEVER | 6 | 5% | NEVER | 17 | 15% |
| OCCASIONALLY | 41 | 36% | OCCASIONALLY | 41 | 36% |
| OFTEN | 43 | 38% | OFTEN | 41 | 36% |
| VERY OFTEN | 23 | 20% | VERY OFTEN | 14 | 12% |
| SUMMARIZED MAJOR POINTS IN READINGS | | | APPLIED CONCEPTS TO OTHER PROBLEMS | | |
| NEVER | 3 | 3% | NEVER | 2 | 2% |
| OCCASIONALLY | 29 | 26% | OCCASIONALLY | 42 | 37% |
| OFTEN | 50 | 44% | OFTEN | 45 | 40% |
| VERY OFTEN | 31 | 27% | VERY OFTEN | 24 | 21% |
| EXPLAINED MATERIAL TO OTHER STUDENT | | | COMPARED-CONTRASTED POINTS | | |
| NEVER | 4 | 4% | NEVER | 6 | 5% |

| | | | | | |
|---|---|---|---|---|---|
| OCCASIONALLY | 50 | 44% | OCCASIONALLY | 56 | 50% |
| OFTEN | 37 | 33% | OFTEN | 41 | 36% |
| VERY OFTEN | 22 | 20% | VERY OFTEN | 10 | 9% |

| DID ADDITIONAL READINGS | | | CONSIDERED ACCURACY OF INFO | | |
|---|---|---|---|---|---|
| NEVER | 16 | 14% | NEVER | 11 | 10% |
| OCCASIONALLY | 61 | 54% | OCCASIONALLY | 54 | 48% |
| OFTEN | 23 | 20% | OFTEN | 37 | 33% |
| VERY OFTEN | 13 | 12% | VERY OFTEN | 11 | 10% |

**Section IV B: Library Activities**

This section addresses student use of the library and its services. While several responses show engagement in library activities, some of the questions may be less appropriate than in the past due to the computer-assisted services available to all students.

The mode for all categories is *Occasionally*. For analytical purposes, the questions on frequency of library activities show use, but do not explain changes in patterns. We calculate a cumulative percentage of *Often or Very Often* responses to look for integration of library use as a possible tool of classroom learning. The statistics exhibit a limited application of these activities.

- Used Library as a Quiet Place (40%)
- Read Newspapers, etc. Located in Library (25%)
- Prepared References for Paper (26%)
- Checked Out Books (14%)

The findings indicate that fewer than half of the graduates used the library regularly as a quiet place, or as a resource for their coursework, or general education.

Thirty-three percent have used it *Occasionally*.

The percentage of students using the library as a contemplative environment has remained about the same over the years, while the percentage reading newspapers has increased slightly. Notably, there has been a decline in the percentage of students preparing references for a paper (- 9% over the last two-years); and checking out books (-15% from last year). This could be partially explained by the increased use of periodicals in research projects.

The second set of questions on *Methods of Finding Materials* describes research modes. (Again, the percentage is the sum of "*Often*" and "*Very Often*" responses.)

- Used Card Catalogue (28%)
- Asked Librarian for Help (21%)
- Found Material by Browsing (18%)

As noted, on-line searches may have made these categories obsolescent. The percentage of students asking for assistance, or browsing through materials, has decreased from approximately 50 percent in

both cases. Since 1993, less than one- third, and less than 20 percent respectively have engaged in these activities. Surprisingly, the use of the card catalogue has remained about the same.

**SECTION IV B: LIBRARY ACTIVITIES**

| | N | % | | N | % |
|---|---|---|---|---|---|
| USED LIBRARY AS A QUIET PLACE | | | PREPARED REFERENCES FOR PAPER | | |
| NEVER | 30 | 27% | NEVER | 34 | 30% |
| OCCASIONALLY | 37 | 33% | OCCASIONALLY | 50 | 44% |
| OFTEN | 25 | 22% | OFTEN | 18 | 16% |
| VERY OFTEN | 20 | 18% | VERY OFTEN | 12 | 11% |
| READ NEWSPAPERS, ETC., LOCATED IN LIBRARY | | | ASKED LIBRARIAN FOR HELP | | |
| NEVER | 41 | 36% | NEVER | 36 | 32% |
| OCCASIONALLY | 44 | 39% | OCCASIONALLY | 53 | 47% |
| OFTEN | 18 | 16% | OFTEN | 20 | 18% |
| VERY OFTEN | 10 | 9% | VERY OFTEN | 4 | 4% |
| CHECKED OUT BOOKS | | | FOUND MATERIALS BY BROWSING | | |
| NEVER | 40 | 36% | NEVER | 54 | 48% |
| OCCASIONALLY | 56 | 50% | OCCASIONALLY | 39 | 35% |
| OFTEN | 11 | 10% | OFTEN | 20 | 18% |
| VERY OFTEN | 5 | 5% | VERY OFTEN | 0 | 0% |
| USED CARD CATALOGUE | | | | | |
| NEVER | 22 | 20% | | | |
| OCCASIONALLY | 59 | 52% | | | |
| OFTEN | 20 | 18% | | | |
| VERY OFTEN | 12 | 11% | | | |

## Section IV C: Faculty

This section evaluates student interaction with the faculty. The findings suggest a decrease in the frequency of formal and informal student associations with their instructors.

As in previous years, the mode for all questions in 1995 remains *Occasionally*. Only two questions, concerning formal *Appointments to Meet with Instructor,* and *Discussing Paper Ideas with Instructor,* have sustained similar distributions of responses. They show that 21 and 29 percent of respondents interact *Often/Very Often* respectively.

Other questions confirm a lack of informal association with the faculty. A cumulative percentage of *Often* and *Very Often* responses is used to observe whether patterns of interaction occur beyond *Occasionally* .

Data show infrequent patterns of interaction, and a decrease in frequent interactions over time.

- *Asked Instructor for Information (33%)*
- *Talked Briefly with Instructor (12%)*
- *Discussed Career Plans with Instructor (18%)*
- *Discussed Comments Made on Test Paper (26%)*
- *Talked Informally with Instructor (17%)*
- *Discussed Personal Issues with Instructor (37%)*

*Asking the Instructor for Information* continues to decline. Prior to 1993 more than 50 percent of respondents interacted *Often/very often*. In 1995, only 33 percent responded similarly.

*Talking Briefly with the Instructor* has decreased from 31 percent in 1993 to 9 percent in 1995 responding *Often/Very Often*. Only 18 percent and 25 percent of students *Discuss Career Plans*, and *Discuss Comments Made on Tests or Papers*, *Often/Very Often* with their instructors as compared to one-third, and more than one-half over the early 1990's. A similar trend is evident in informal conversations with instructors, whether they are general or personal issues.

**SECTION IV C: FACULTY**

| | N | % |
|---|---|---|
| **ASKED INSTRUCTOR FOR INFORMATION** | | |
| NEVER | 16 | 14% |
| OCCASIONALLY | 60 | 53% |
| OFTEN | 29 | 26% |
| VERY OFTEN | 8 | 7% |
| **DISCUSSED CAREER PLANS WITH INSTRUCTOR** | | |
| NEVER | 36 | 32% |
| OCCASIONALLY | 57 | 50% |
| OFTEN | 15 | 13% |
| VERY OFTEN | 5 | 4% |
| **TALKED BRIEFLY WITH INSTRUCTOR** | | |
| NEVER | 40 | 35% |
| OCCASIONALLY | 59 | 52% |
| OFTEN | 10 | 9% |
| VERY OFTEN | 4 | 4% |
| **DISCUSSED COMMENTS MADE ON TEST OR PAPER** | | |
| NEVER | 25 | 22% |
| OCCASIONALLY | 59 | 52% |
| OFTEN | 24 | 21% |
| VERY OFTEN | 5 | 4% |
| **MADE APPOINTMENT TO MEET WITH INSTRUCTOR** | | |
| NEVER | 27 | 24% |
| OCCASIONALLY | 63 | 56% |
| OFTEN | 19 | 17% |
| VERY OFTEN | 4 | 4% |
| **TALKED INFORMALLY WITH INSTRUCTOR** | | |
| NEVER | 39 | 35% |
| OCCASIONALLY | 55 | 49% |
| OFTEN | 12 | 11% |
| VERY OFTEN | 7 | 6% |

| DISCUSSED PAPER IDEAS WITH INSTRUCTOR | | | DISCUSSED PERSONAL ISSUES WITH INSTRUCTOR | | |
|---|---|---|---|---|---|
| NEVER | 21 | 19% | NEVER | 22 | 20% |
| OCCASIONALLY | 59 | 52% | OCCASIONALLY | 49 | 43% |
| OFTEN | 25 | 22% | OFTEN | 29 | 26% |
| VERY OFTEN | 8 | 7% | VERY OFTEN | 13 | 12% |

**Section IV D: Student Acquaintances**

In this section, students responded to questions concerning their interactions with other students. The most frequent response to describe all types of interactions was the *Occasionally* category. The exception was the fact that 70 percent of students have *Never Talked with Students From Different Countries.*

Compilation of frequency data for responses in the *Often/Very Often* categories gives a picture of the level of interrelationships between and among different groups of students. The findings are:

- *Talked with Students of Different Ages* (37%)
- *Talked with Students of Different Ethnicities* (22%)
- *Talked with Students of Different Values* (26%)
- *Talked with Students of Different Politics* (20%)
- *Talked with Students of Different Religion* (18%)
- *Talked with Students from Different Countries* (6%)

Except among *Different Age* categories, there appears to be limited cross-fertilization of ideas or experiences. The homogeneous student body could exacerbate this status.

**SECTION IV D: STUDENT ACQUAINTANCES**

HAD SERIOUS DISCUSSIONS WITH STUDENTS OF ...

| | N | % | | N | % |
|---|---|---|---|---|---|
| DIFFERENT AGES | | | DIFFERENT POLITICS | | |
| NEVER | 22 | 20% | NEVER | 45 | 40% |
| OCCASIONALLY | 49 | 43% | OCCASIONALLY | 46 | 41% |
| OFTEN | 29 | 26% | OFTEN | 20 | 18% |
| VERY OFTEN | 13 | 12% | VERY OFTEN | 10 | 9% |
| DIFFERENT ETHNICITY | | | DIFFERENT RELIGIONS | | |
| NEVER | 40 | 35% | NEVER | 49 | 44% |
| OCCASIONALLY | 48 | 42% | OCCASIONALLY | 42 | 38% |
| OFTEN | 21 | 19% | OFTEN | 16 | 14% |
| VERY OFTEN | 4 | 4% | VERY OFTEN | 5 | 5% |

| DIFFERENT VALUES | | | DIFFERENT COUNTRIES | | |
|---|---|---|---|---|---|
| NEVER | 32 | 28% | NEVER | 79 | 70% |
| OCCASIONALLY | 51 | 45% | OCCASIONALLY | 27 | 24% |
| OFTEN | 20 | 18% | OFTEN | 5 | 4% |
| VERY OFTEN | 10 | 9% | VERY OFTEN | 2 | 2% |

**Section IV E: Art, Music, and Theater Activities**

This section identifies the level of interest and participation in cultural activities on campus. The response *Never* continues to be the mode for art, and theater interests and activities as in the last six years. This year, 1995, students did *Talk about Music Occasionally (46%).*

To determine if cultural activities are an integral part of the College student schedule, compilation of *Often/Very Often* response percentages was calculated. Findings show that fewer than 13 percent of the respondents combine discussion or participation in the arts with their academic activities. The question that is overlooked in this survey, is whether students attend cultural events "off-campus."

- *Talked about Art with Other Students* (7%)
- *Talked about Music with Other Students* (13%)
- *Talked about Theater with Other Students* (6%)
- *Attended Art Exhibit on Campus* (5%)
- *Attended Concert on Campus* (4%)
- *Attended Theater on Campus* (2%)

**SECTION IV E: ART, MUSIC, AND THEATER ACTIVITIES**

| | N | % | | N | % |
|---|---|---|---|---|---|
| TALKED ABOUT ART WITH OTHER STUDENTS | | | ATTENDED ART EXHIBIT ON CAMPUS | | |
| NEVER | 70 | 63% | NEVER | 85 | 76% |
| OCCASIONALLY | 35 | 31% | OCCASIONALLY | 22 | 20% |
| OFTEN | 5 | 5% | OFTEN | 4 | 4% |
| VERY OFTEN | 2 | 2% | VERY OFTEN | 1 | 1% |
| TALKED ABOUT MUSIC WITH OTHER STUDENTS | | | ATTENDED CONCERT ON CAMPUS | | |
| NEVER | 46 | 41% | NEVER | 86 | 78% |
| OCCASIONALLY | 52 | 46% | OCCASIONALLY | 21 | 19% |

| | | | | | |
|---|---|---|---|---|---|
| OFTEN | 9 | 8% | OFTEN | 4 | 4% |
| VERY OFTEN | 5 | 5% | VERY OFTEN | 0 | 0% |

| TALKED ABOUT THEATER WITH OTHER STUDENTS | | | ATTENDED THEATER ON CAMPUS | | |
|---|---|---|---|---|---|
| NEVER | 74 | 66% | NEVER | 83 | 74% |
| OCCASIONALLY | 31 | 28% | OCCASIONALLY | 27 | 24% |
| OFTEN | 6 | 5% | OFTEN | 2 | 2% |
| VERY OFTEN | 1 | 1% | VERY OFTEN | 0 | 0% |

**Section IV F: Writing Activities**

This section observes eight characteristics of student writing habits. Since the early 1990's, the trends in the response patterns have remained consistent. Findings show that a total of one-half or more of the respondents employ these activities either *Often* or *Very Often.* The exception is *Asking the Instructor for Advice,* in which case, fewer than one-third of the respondents do so.

In most areas, the respondents distributed their answers across all the categories. Any interpretation of findings would be speculative. For improved understanding of student patterns, the mode for each question is presented below:

- *Used Dictionary or Thesaurus - Occasionally* (38%)
- *Prepared Outline to Organize Ideas - Occasionally* (39%)
- *Thought about Grammar, etc., When Writing - Often* (43%)
- *Wrote Rough Draft and Revised It - Very Often* (43%)
- *Used Computer to Write or Type Paper - Very Often* (58%)
- *Asked Other People to Read Something - Occasionally* (32%)
- *Spent 5 Hours Writing Paper - Very Often* (33%)
- *Asked Instructor for Advice on Writing - Occasionally* (38%)

**SECTION IV F: WRITING ACTIVITIES**

| | N | % | | N | % |
|---|---|---|---|---|---|
| USED DICTIONARY OR THESAURUS | | | USED COMPUTER TO WRITE PAPER | | |
| NEVER | 4 | 4% | NEVER | 8 | 7% |
| OCCASIONALLY | 42 | 38% | OCCASIONALLY | 16 | 14% |
| OFTEN | 41 | 37% | OFTEN | 23 | 21% |
| VERY OFTEN | 25 | 22% | VERY OFTEN | 65 | 58% |
| PREPARED OUTLINE TO ORGANIZE IDEAS | | | ASKED OTHER PEOPLE TO READ WORK | | |

| | | | | | |
|---|---|---|---|---|---|
| NEVER | 15 | 13% | NEVER | 21 | 19% |
| OCCASIONALLY | 44 | 39% | OCCASIONALLY | 36 | 32% |
| OFTEN | 37 | 33% | OFTEN | 31 | 28% |
| VERY OFTEN | 16 | 14% | VERY OFTEN | 24 | 21% |

| THOUGHT ABOUT GRAMMAR, ETC., WHEN WRITING | | | SPENT 5 HOURS WRITING A PAPER | | |
|---|---|---|---|---|---|
| NEVER | 4 | 4% | NEVER | 17 | 15% |
| OCCASIONALLY | 19 | 17% | OCCASIONALLY | 32 | 29% |
| OFTEN | 48 | 43% | OFTEN | 26 | 23% |
| VERY OFTEN | 41 | 37% | VERY OFTEN | 37 | 33% |

| WROTE ROUGH DRAFT AND REVISED IT | | | ASKED INSTRUCTOR FOR ADVICE | | |
|---|---|---|---|---|---|
| NEVER | 8 | 7% | NEVER | 37 | 33% |
| OCCASIONALLY | 19 | 17% | OCCASIONALLY | 42 | 38% |
| OFTEN | 37 | 33% | OFTEN | 23 | 21% |
| VERY OFTEN | 48 | 43% | VERY OFTEN | 10 | 9% |

**Section IV G: Science Activities**

This section explores the scope of student exposure to scientific methods, skills, equipment, and related world issues. The data show that there is very limited integration of scientific activities with their college program. Also, the distribution of responses concerning all scientific activities has changed little since data were first collected.

Recall, that in Section III A , data showed that 51 percent of the respondents took *More Than One Science Course*, with more than a quarter of the respondents taking *None*. Therefore, positive responses in this section are likely to be limited.

As a measure of integration, percentages for *Often* and *Very Often* are compiled. Findings are below:

- *Memorized Formulas, Definitions, etc. (62%)*
- *Practiced Using Laboratory Equipment* (38%)
- *Showed Another How to Use Equipment* (27%)
- *Explained Experimental Procedure* (16%)
- *Explained Scientific Principle* (14%)
- *Used Scientific Method* (29%)
- *Talked About Social-Ethical Issues* (16%)
- *Used Scientific Information to Understand* (33%)
- *Explained Environmental Concerns* (14%)

**SECTION IV G: SCIENCE ACTIVITIES**

| | N | % |
|---|---|---|
| MEMORIZED FORMULAS, DEFINITIONS, ETC. | | |
| NEVER | 19 | 17% |
| OCCASIONALLY | 23 | 21% |
| OFTEN | 36 | 33% |
| VERY OFTEN | 32 | 29% |

| | N | % |
|---|---|---|
| USED SCIENTIFIC METHODS | | |
| NEVER | 46 | 42% |
| OCCASIONALLY | 32 | 29% |
| OFTEN | 17 | 16% |
| VERY OFTEN | 15 | 14% |

| | N | % |
|---|---|---|
| PRACTICED USING LABORATORY EQUIPMENT | | |
| NEVER | 41 | 37% |
| OCCASIONALLY | 27 | 25% |
| OFTEN | 20 | 18% |
| VERY OFTEN | 22 | 20% |

| | N | % |
|---|---|---|
| TALKED ABOUT SOCIAL/ETHICAL ISSUES | | |
| NEVER | 43 | 39% |
| OCCASIONALLY | 49 | 45% |
| OFTEN | 11 | 10% |
| VERY OFTEN | 7 | 6% |

| | N | % |
|---|---|---|
| SHOWED ANOTHER HOW TO USE EQUIPMENT | | |
| NEVER | 46 | 42% |
| OCCASIONALLY | 34 | 31% |
| OFTEN | 18 | 17% |
| VERY OFTEN | 11 | 10% |

| | N | % |
|---|---|---|
| USED SCIENCE INFORMATION TO UNDERSTAND | | |
| NEVER | 36 | 33% |
| OCCASIONALLY | 38 | 35% |
| OFTEN | 26 | 24% |
| VERY OFTEN | 10 | 9% |

| | N | % |
|---|---|---|
| EXPLAINED EXPERIMENTAL PROCEDURE | | |
| NEVER | 47 | 43% |
| OCCASIONALLY | 45 | 41% |
| OFTEN | 10 | 9% |
| VERY OFTEN | 8 | 7% |

| | N | % |
|---|---|---|
| EXPLAINED ENVIRONMENTAL CONCERNS | | |
| NEVER | 58 | 53% |
| OCCASIONALLY | 36 | 33% |
| OFTEN | 11 | 10% |
| VERY OFTEN | 4 | 4% |

| | N | % |
|---|---|---|
| EXPLAINED SCIENTIFIC PRINCIPLE | | |
| NEVER | 57 | 52% |
| OCCASIONALLY | 38 | 35% |
| OFTEN | 11 | 10% |
| VERY OFTEN | 4 | 4% |

**Section IV H: Vocational Skills**

This section describes procedural and problem solving skills practiced in the vocational training environment.

Students responded only if they were enrolled in a vocational program or course in which they learned occupational skills. Of the 114 respondents, 63 graduates (55 percent) qualified themselves as vocational program participants.

This figure differs from those students who identified themselves as enrolled in a vocational program in Section III C ( 50 graduate respondents). Wording of the question could explain the difference. In this section, the set also addresses those respondents who were enrolled in a vocational "course." The percentages that follow represent percentages of "vocational program/course respondents."

As in previous years, the data show that students were more likely to observe, or read about a procedure than to do that procedure themselves. The distribution of responses is skewed toward the *Often, Very Often* categories of responses for those queries on passive involvement. For the final questions on *Identifying Problems,* and *Carrying Out Procedures*, the responses are more evenly distributed.

For analysis, responses to the *Often* and *Very Often* categories are compiled as follows:

- *Read About How to Perform Procedure* (78%)
- *Listen to Instructor Explain Procedure* (78%)
- *Watched Demonstration* (75%)
- *Practiced Procedure While Monitored* (60%)
- *Practiced Procedure Without Supervision* (54%)
- *Identified Problem, Located Information* (50%)
- *Diagnosed Problem, Carried Out Procedure* (49%)

**SECTION IV H: VOCATIONAL SKILLS**

| | N | % |
|---|---|---|
| READ ABOUT HOW TO PERFORM PROCEDURE | | |
| NEVER | 10 | 16% |
| OCCASIONALLY | 10 | 16% |
| OFTEN | 22 | 35% |
| VERY OFTEN | 21 | 33% |
| LISTEN TO INSTRUCTOR EXPLAIN PROCEDURE | | |
| NEVER | 9 | 14% |
| OCCASIONALLY | 5 | 8% |
| OFTEN | 19 | 30% |
| VERY OFTEN | 30 | 48% |
| WATCHED DEMONSTRATION | | |
| NEVER | 10 | 16% |
| OCCASIONALLY | 6 | 10% |

| | N | % |
|---|---|---|
| PRACTICED PROCEDURE WITHOUT SUPERVISION | | |
| NEVER | 12 | 18% |
| OCCASIONALLY | 17 | 27% |
| OFTEN | 16 | 25% |
| VERY OFTEN | 18 | 29% |
| IDENTIFIED PROBLEM, LOCATED INFORMATION | | |
| NEVER | 16 | 25% |
| OCCASIONALLY | 16 | 25% |
| OFTEN | 18 | 29% |
| VERY OFTEN | 13 | 21% |
| DIAGNOSED PROBLEM, CARRIED OUT PROCEDURE | | |
| NEVER | 16 | 25% |
| OCCASIONALLY | 16 | 25% |

| | | | | | |
|---|---|---|---|---|---|
| OFTEN | 21 | 33% | OFTEN | 21 | 33% |
| VERY OFTEN | 26 | 41% | VERY OFTEN | 10 | 16% |

PRACTICED PROCEDURE WHILE MONITORED

| | | |
|---|---|---|
| NEVER | 12 | 19% |
| OCCASIONALLY | 17 | 27% |
| OFTEN | 16 | 25% |
| VERY OFTEN | 18 | 29% |

## SECTION IV I: Clubs and Organizations

This section addresses student involvement with clubs and organizations. There is a lack of interest in organization activities, and a demonstrable lack of participation. This trend has been building since 1993, from 67 percent of the respondents *Never Attending a Meeting about a Club or Organization* to 80 percent responding *Never* in 1995.

Compilation of *Often* and *Very Often* responses exhibit these findings.

- *Looked for Notices about Campus Events* (44%)
- *Got Information about Club-Organization* (11%)
- *Attended Meeting of Club or Organization (5%)*

This trend could relate to trends noted in this, and the previous section regarding the increased effect of job or family on school. As previously noted in Section I, the proportion of graduates responding that their job *Takes a Lot of Time* from school work reached its highest level this year (16%). Most years, findings show that fewer than a quarter of the respondents have *No Family Responsibility.*

**SECTION IV I: CLUBS AND ORGANIZATIONS**

| | N | % | | N | % |
|---|---|---|---|---|---|
| LOOKED FOR NOTICES ABOUT CAMPUS EVENTS | | | ATTENDED MEETING OF CLUB OR ORGANIZATION | | |
| NEVER | 25 | 22% | NEVER | 89 | 80% |
| OCCASIONALLY | 37 | 33% | OCCASIONALLY | 17 | 15% |
| OFTEN | 30 | 27% | OFTEN | 2 | 2% |
| VERY OFTEN | 20 | 18% | VERY OFTEN | 4 | 4% |

GOT INFORMATION ABOUT CLUB-ORGANIZATION

| | | |
|---|---|---|
| NEVER | 60 | 54% |
| OCCASIONALLY | 40 | 36% |

| | | |
|---|---|---|
| OFTEN | 7 | 6% |
| VERY OFTEN | 5 | 5% |

## Section IV J: Athletic Activities

In this section, the questions addressed, more specifically, athletic activities. Since 1990, participation has declined slightly in each category. Participation levels (*Often/Very Often)* are presented below:

- *Followed Exercise Schedule on Campus* (9%)
- *Got Help to Improve Athletic Performance* (5%)
- *Attended Athletic Event on Campus* (3%)

**SECTION IV J: ATHLETIC ACTIVITIES**

| | N | % |
|---|---|---|
| FOLLOWED EXERCISE SCHEDULE ON CAMPUS | | |
| NEVER | 85 | 77% |
| OCCASIONALLY | 15 | 14% |
| OFTEN | 7 | 6% |
| VERY OFTEN | 3 | 3% |

| | N | % |
|---|---|---|
| ATTENDED ATHLETIC EVENT ON CAMPUS | | |
| NEVER | 101 | 92% |
| OCCASIONALLY | 6 | 6% |
| OFTEN | 3 | 3% |
| VERY OFTEN | 0 | 0% |

| | | |
|---|---|---|
| GOT HELP TO IMPROVE ATHLETIC PERFORMANCE | | |
| NEVER | 93 | 85% |
| OCCASIONALLY | 11 | 10% |
| OFTEN | 4 | 4% |
| VERY OFTEN | 2 | 2% |

## Section IV K: Counseling and Career Planning

This section describes student interaction with counseling and career placement services. The responses are limited to *YES* or *NO*, which give limited insight as to the frequency or level of interaction.

Response rates are similar to previous years. All responses for 1995 are within the ranges of previous years, except one. There has been a noticeable leap in the percentage of students who *Identify General Education Requirements for a Four Year College* from last year (44%) to this year, with 61 percent responding positively.

Responses for questions C, E, and F are more likely to correlate with the 50 percent of the respondents

who plan to transfer to a 4-year institution (Section III B).

There is a 10-15 percent gap in the interest in a Bachelor's Degree, and the reality of transfer planning.

The responses are:

- Respondents who *Read Information About a 4-Year College* (64%)
- Respondents who *Made an Appointment to Discuss Transfer* (38%)
- Respondents who *Identified General Ed Requirements for a 4-Year College (61%)*

The data also show that students continue to seek assistance with their future life planning by meeting with counselors. This year, 86 percent of the respondents *Talked with a Counselor about Courses or Education Plans.*

**SECTION IV K: COUNSELING AND CAREER PLANNING**

*YES* Responses

| | N | % |
|---|---|---|
| A. TALKED WITH COUNSELOR ABOUT COURSES, EDUCATION PLANS | 96 | 86% |
| B. DISCUSSED VOCATIONAL INTERESTS, ABILITIES, AMBITION | 76 | 68% |
| C. READ INFORMATION ABOUT A FOUR YEAR COLLEGE | 72 | 64% |
| D. READ ABOUT CAREER OPPORTUNITIES | 88 | 79% |
| E. MADE APPOINTMENT TO DISCUSS TRANSFER | 43 | 38% |
| F. IDENTIFIED GENERAL ED REQUIREMENTS FOR A 4-YEAR COLLEGE | 68 | 61% |
| G. DISCUSSED PERSONAL MATTERS | 48 | 43% |

**Section IV L: Learning and Study Skills**

This section identifies the level of instruction given in nine learning and study skill areas. Most respondents (45 - 57%) show that they have received at least *SOME* training in each category. Also of note is the finding that 15 - 28 percent of the respondents received no instruction in each of these areas.

These responses are consistent with all previous years. Again,

- *Reading Skills* received the highest *NONE* response (32%) and

- this year, *Memory Skills* tied with the *NONE* response (32%)
- *Writing Skills* received the highest *A LOT* response (36%)

**SECTION IV L: LEARNING AND STUDY SKILLS**

RECEIVED INSTRUCTION IN ...

| | N | % | | N | % |
|---|---|---|---|---|---|
| MEMORY SKILLS | | | READING SKILLS | | |
| NONE | 35 | 32% | NONE | 34 | 32% |
| SOME | 62 | 56% | SOME | 56 | 52% |
| A LOT | 14 | 13% | A LOT | 18 | 17% |
| NOTETAKING SKILLS | | | TEST TAKING SKILLS | | |
| NONE | 28 | 26% | NONE | 23 | 21% |
| SOME | 63 | 57% | SOME | 59 | 55% |
| A LOT | 19 | 17% | A LOT | 26 | 24% |
| LISTENING SKILLS | | | TIME MANAGEMENT SKILLS | | |
| NONE | 27 | 24% | NONE | 31 | 28% |
| SOME | 51 | 46% | SOME | 56 | 51% |
| A LOT | 33 | 30% | A LOT | 24 | 22% |
| SPEAKING SKILLS | | | PROBLEM SOLVING SKILLS | | |
| NONE | 23 | 21% | NONE | 32 | 29% |
| SOME | 56 | 51% | SOME | 50 | 45% |
| A LOT | 30 | 28% | A LOT | 29 | 26% |
| WRITING SKILLS | | | | | |
| NONE | 16 | 14% | | | |
| SOME | 55 | 50% | | | |
| A LOT | 40 | 36% | | | |

## Section V: Estimate of Gains

This section assesses student outcomes that resulted from their tenure at Blue Ridge Community College. Respondents evaluate their success in achieving a variety of educational goals. These goals range from

expanding knowledge about opportunities, to academic skill improvements, to a better understanding of the world.

The modes for each category, and response rates are similar but different from last year and previous years. In general, percentage responses remain within study period ranges. However, there is a definite trend of responses toward lower levels of gain, with distributions moving toward *Some* and *Very Little* gain.

One limitation of these response categories is the ambiguity of choices: *Very Little, Some, Quite a Bit,* and *Very Much.* While the findings are interesting, "Likert Scale" categories lack boundaries and definitiveness between the answers. This leads to inexact interpretation by the respondents, and inexact analysis.

For improved understanding, it is assumed that the sum of responses to *Quite a Bit,* and *Very Much* indicate a strong sense of gain from the BRCC experience. The findings demonstrate that the majority of respondents perceived a strong gain in eight areas. Less than half the respondents perceived a strong sense of gain in 15 areas.

In general, skill areas show an *Estimate of Gains*; while areas associated with a liberal arts education show less development by graduates. Areas are presented in descending order.

- *Acquiring Skills for a Specific Job* 74%
- *Developing Ability to Learn on Own* 68%
- *Understanding Own Abilities and Interests* 57%
- *Learning about Diff. Fields of Knowledge* 56%
- *Developing Clearer Career Goals* 54%
- *Acquiring Ability to Use Computers* 54%
- *Understanding-Getting Along with Others* 53%
- *Putting Ideas Together* 51%
- *Presenting Ideas Effectively in Speaking* 50%
- *Writing Clearly and Effectively* 49%
- *Gaining Info about Career Opportunities* 46%
- *Clarifying Own Values* 45%
- *Understanding Role of Science & Technology* 40%
- *Understanding Mathematical Concepts* 38%
- *Seeing Importance of History* 35%
- *Becoming Aware of Different Philosophies* 31%
- *Interest in Political and Economic Events* 30%
- *Developing Good Health Habits* 29%
- *Interpreting Information-Charts/Graphs* 29%
- *Understanding of Literature* 28%
- *Learning about Other Parts of the World* 19%
- *Understanding Art, Music, Theater* 16%
- *Speaking Another Language* 4%

**SECTION V: ESTIMATE OF GAINS**

*RESPONDENTS HAVE GAINED OR MADE PROGRESS IN ...*

| | N | % | | N | % |
|---|---|---|---|---|---|
| ACQUIRING SKILLS FOR A SPECIFIC JOB | | | UNDERSTANDING ART, MUSIC, THEATER | | |
| VERY LITTLE | 13 | 12% | VERY LITTLE | 71 | 63% |
| SOME | 16 | 14% | SOME | 23 | 21% |
| QUITE A BIT | 36 | 32% | QUITE A BIT | 11 | 10% |
| VERY MUCH | 47 | 42% | VERY MUCH | 7 | 6% |
| GAINING INFORMATION ABOUT CAREER OPPORTUNITIES | | | DEVELOPING UNDERSTANDING OF LITERATURE | | |
| VERY LITTLE | 14 | 13% | VERY LITTLE | 46 | 41% |
| SOME | 46 | 41% | SOME | 34 | 30% |
| QUITE A BIT | 37 | 33% | QUITE A BIT | 22 | 20% |
| VERY MUCH | 15 | 13% | VERY MUCH | 10 | 9% |
| DEVELOPING CLEARER CAREER GOALS | | | WRITING CLEARLY AND EFFECTIVELY | | |
| VERY LITTLE | 14 | 13% | VERY LITTLE | 13 | 12% |
| SOME | 43 | 39% | SOME | 44 | 39% |
| QUITE A BIT | 36 | 32% | QUITE A BIT | 31 | 28% |
| VERY MUCH | 18 | 16% | VERY MUCH | 24 | 21% |
| LEARNING ABOUT DIFFERENT KNOWLEDGE FIELDS | | | PRESENTING IDEAS EFFECTIVELY IN SPEAKING | | |
| VERY LITTLE | 8 | 7% | VERY LITTLE | 12 | 11% |
| SOME | 41 | 37% | SOME | 44 | 39% |
| QUITE A BIT | 35 | 31% | QUITE A BIT | 32 | 29% |
| VERY MUCH | 28 | 25% | VERY MUCH | 24 | 21% |

*RESPONDENTS HAVE GAINED OR MADE PROGRESS IN...*

| | N | % | | N | % |
|---|---|---|---|---|---|
| ACQUIRING ABILITY TO USE COMPUTERS | | | UNDERSTANDING MATHEMATICAL CONCEPTS | | |
| VERY LITTLE | 13 | 12% | VERY LITTLE | 32 | 29% |
| SOME | 38 | 34% | SOME | 37 | 33% |
| QUITE A BIT | 32 | 29% | QUITE A BIT | 25 | 22% |
| VERY MUCH | 29 | 26% | VERY MUCH | 18 | 16% |

| BECOMING AWARE OF DIFFERENT PHILOSOPHIES | | |
|---|---|---|
| VERY LITTLE | 34 | 30% |
| SOME | 43 | 38% |
| QUITE A BIT | 20 | 18% |
| VERY MUCH | 15 | 13% |

| UNDERSTANDING THE ROLE OF SCIENCE AND TECHNOLOGY | | |
|---|---|---|
| VERY LITTLE | 26 | 23% |
| SOME | 41 | 37% |
| QUITE A BIT | 28 | 25% |
| VERY MUCH | 17 | 15% |

| CLARIFYING MY OWN VALUES | | |
|---|---|---|
| VERY LITTLE | 23 | 21% |
| SOME | 39 | 35% |
| QUITE A BIT | 24 | 21% |
| VERY MUCH | 26 | 23% |

| PUTTING IDEAS TOGETHER TO SEE RELATIONSHIPS | | |
|---|---|---|
| VERY LITTLE | 19 | 17% |
| SOME | 35 | 31% |
| QUITE A BIT | 38 | 34% |
| VERY MUCH | 20 | 18% |

| UNDERSTANDING MY OWN ABILITIES AND INTERESTS | | |
|---|---|---|
| VERY LITTLE | 11 | 10% |
| SOME | 17 | 33% |
| QUITE A BIT | 36 | 32% |
| VERY MUCH | 27 | 24% |

| DEVELOPING ABILITY TO LEARN ON MY OWN | | |
|---|---|---|
| VERY LITTLE | 5 | 5% |
| SOME | 31 | 28% |
| QUITE A BIT | 40 | 36% |
| VERY MUCH | 35 | 32% |

*RESPONDENTS HAVE GAINED OR MADE PROGRESS IN...*

| | N | % |
|---|---|---|
| SPEAKING ANOTHER LANGUAGE | | |
| VERY LITTLE | 96 | 86% |
| SOME | 12 | 11% |
| QUITE A BIT | 4 | 4% |
| VERY MUCH | 0 | 0% |

| | N | % |
|---|---|---|
| LEARNING ABOUT OTHER PARTS OF THE WORLD | | |
| VERY LITTLE | 62 | 56% |
| SOME | 28 | 25% |
| QUITE A BIT | 15 | 14% |
| VERY MUCH | 6 | 5% |

| INTERPRETING INFORMATION-CHARTS & GRAPHS | | |
|---|---|---|
| VERY LITTLE | 35 | 32% |
| SOME | 44 | 40% |
| QUITE A BIT | 19 | 17% |
| VERY MUCH | 13 | 12% |

| UNDERSTANDING AND GETTING ALONG WITH OTHERS | | |
|---|---|---|
| VERY LITTLE | 16 | 14% |
| SOME | 37 | 33% |
| QUITE A BIT | 34 | 30% |
| VERY MUCH | 25 | 22% |

DEVELOPING AN INTEREST IN POLITICAL AND ECONOMIC EVENTS

DEVELOPING GOOD HEALTH HABITS AND FITNESS

| | | | | | |
|---|---|---|---|---|---|
| VERY LITTLE | 41 | 37% | VERY LITTLE | 34 | 30% |
| SOME | 37 | 33% | SOME | 45 | 40% |
| QUITE A BIT | 28 | 25% | QUITE A BIT | 21 | 19% |
| VERY MUCH | 6 | 5% | VERY MUCH | 12 | 11% |

SEEING THE IMPORTANCE OF HISTORY

| | | |
|---|---|---|
| VERY LITTLE | 43 | 38% |
| SOME | 30 | 27% |
| QUITE A BIT | 22 | 20% |
| VERY MUCH | 17 | 15% |

## Section VI: College Environment

This section presents information on seven miscellaneous areas about the College environment including: students, instructors, courses, and facilities. The data exhibit an informal reading of respondent perceptions of personal attitudes, and physical amenities on campus.

Overall, more than 75 percent of the respondents have indicated that they sense a rapport and supportive attitude between students and instructors. Sixty-eight percent of the respondents perceived *Most or All* of the *Counselors, Advisors, and Secretaries* as helpful.

There was an upturn on the number of respondents who said that they would *Attend the Same College Again*. Last year 67 percent of the respondents replied *Yes*. This year, 1995, 74 percent of the respondents answered *Yes*. This percentage is still four to nine percentage points lower than in previous years.

As to *Are Courses Challenging and Stimulating*, the mode is again, *Most*, with 68 percent of the respondents answering *All* or *Most*, as compared to 81 percent last year. Again, these percentages remain lower than in the early 1990's.

Along the same channel, *Is College Stimulating and Exciting*, the mode has shifted from *Most of the Time* to *Some of the Time*. In 1990, 52 percent of the respondents answered *Most of the Time*, and 17 percent, *All of the Time*. In 1995, 41 percent of the respondents answered *Most of the Time*, and 11 percent, *All of the Time*.

While this section does not provide the "why's," it does perhaps raise some questions about student satisfaction that are unanswered. It is possible that there is a relationship between a respondent's *Estimate of Gains*, and these miscellaneous areas of personal satisfaction. To clarify these findings, it would be necessary to conduct a more detailed evaluation of College programs and student expectations.

SECTION VI: COLLEGE ENVIRONMENT

| | N | % |
|---|---|---|
| **ATTEND SAME COLLEGE AGAIN** | | |
| YES | 84 | 74% |
| MAYBE | 25 | 22% |
| NO | 4 | 4% |
| **STUDENTS ARE FRIENDLY, SUPPORTIVE** | | |
| ALL | 20 | 18% |
| MOST | 78 | 69% |
| SOME | 14 | 12% |
| FEW OR NONE | 1 | 1% |
| **INSTRUCTORS ARE APPROACHABLE, HELPFUL, AND SUPPORTIVE** | | |
| ALL | 25 | 22% |
| MOST | 65 | 58% |
| SOME | 21 | 19% |
| FEW OR NONE | 2 | 2% |
| **COURSES ARE CHALLENGING, STIMULATING, AND WORTHWHILE** | | |
| ALL | 24 | 21% |
| MOST | 53 | 47% |
| SOME | 28 | 25% |
| FEW OR NONE | 7 | 6% |

| | N | % |
|---|---|---|
| **COUNSELORS, ADVISORS, SECRETARIES ARE HELPFUL, CONSIDERATE** | | |
| ALL | 24 | 21% |
| MOST | 53 | 47% |
| SOME | 28 | 25% |
| FEW OR NONE | 7 | 6% |
| **COLLEGE IS STIMULATING AND EXCITING** | | |
| ALL OF THE TIME | 12 | 11% |
| MOST OF THE TIME | 46 | 41% |
| SOME OF THE TIME | 52 | 46% |
| RARELY OR NEVER | 3 | 3% |
| **PLACES TO MEET AND STUDY ON CAMPUS** | | |
| YES, AMPLE PLACES | 48 | 43% |
| YES, A FEW PLACES | 52 | 46% |
| NO | 13 | 12% |